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### Transitioning About Eating, An Effective Online Program, to a Worksite Wellness Option.

Barbara Lohse

*Rochester Institute of Technology*

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# Transitioning *About Eating*, An Effective Online Program, to a Worksite Wellness Option

**Barbara Lohse, PhD, RD, CDN**

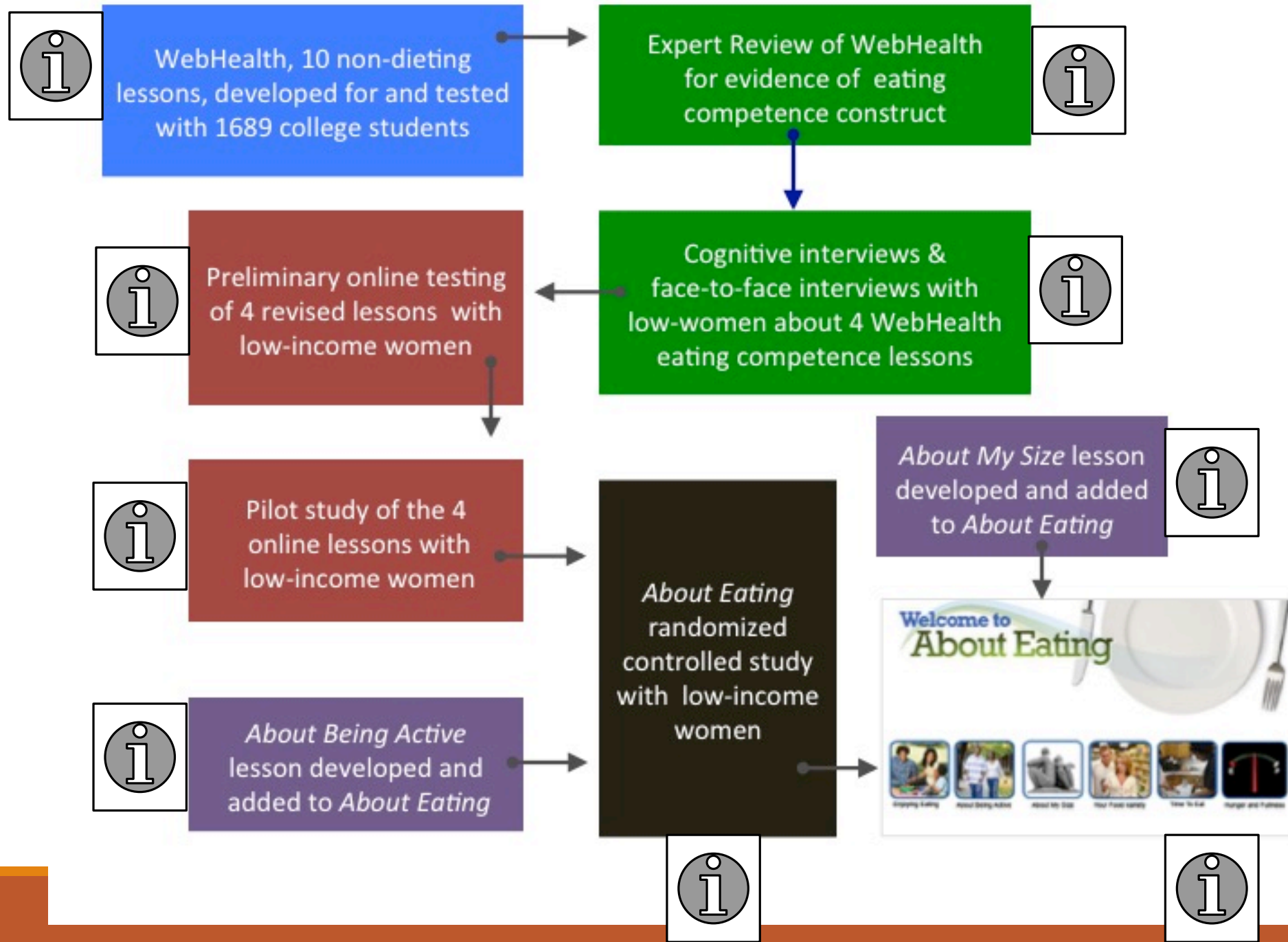
[balihst@rit.edu](mailto:balihst@rit.edu)

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R·I·T



# Background



[www.needscenter.org/resources1/about-eating](http://www.needscenter.org/resources1/about-eating)

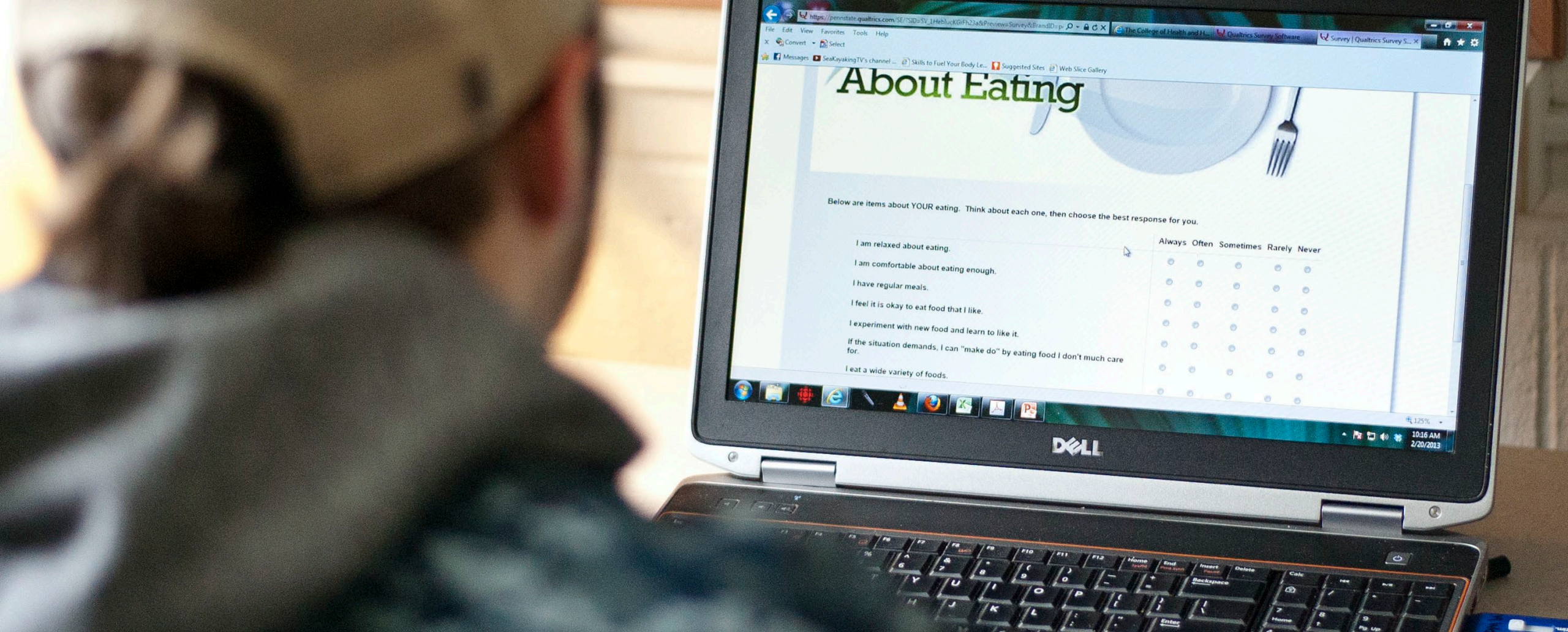


## *About Eating* is unique

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- The 6 modules can be completed in any order;
- Within each module, learners can make selections, then revise their decisions before the end of the module;
- Little pressure to engage in module components that don't interest learners;
- Learners can return to lessons as many times as they want.





## Evaluation

- Pre and post program
- Includes EARS items
- Post module evaluation
- Unique surveys available
- Tracking by email address [and unique site code]





Congratulations on completing About My Size.

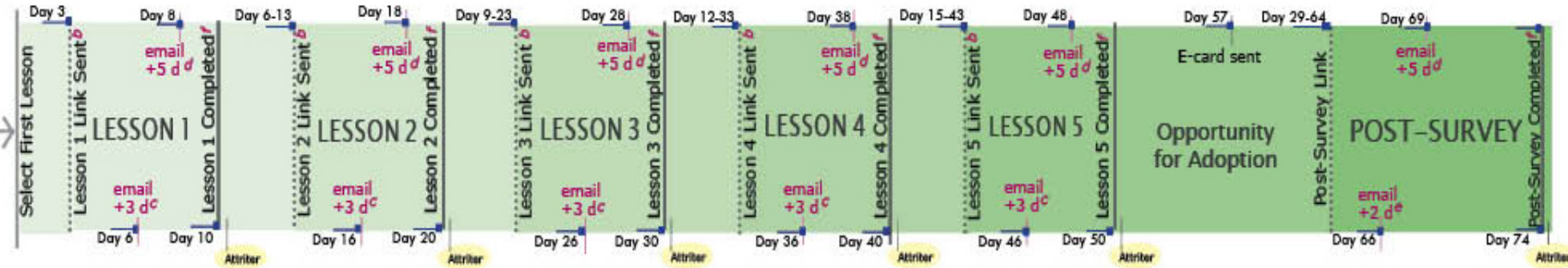
We are interested in what you liked, what you didn't like, your ideas for changes and any other comments. Your responses below will help us know your thoughts about the lesson. Please choose the best answer that reflects how you think or feel by clicking on the circle. When finished, you will be shown the *About Eating Program* start page. There you can choose another lesson or revisit a lesson you previously completed.

	Yes, definitely	Yes, sometimes	No, not very much	No, not at all
The lesson was difficult to read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting around the website was difficult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This lesson was interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This lesson was useful for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I liked the pictures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, the length of the lesson was good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I liked the overall design and/or color.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Compared Online to Online



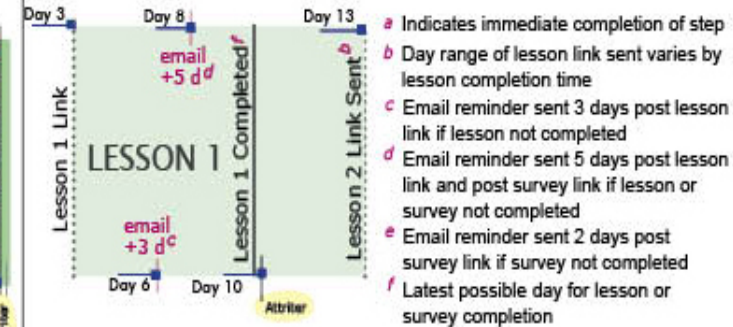
About Eating  
Intervention



Click n'Go  
Control Group



## Key





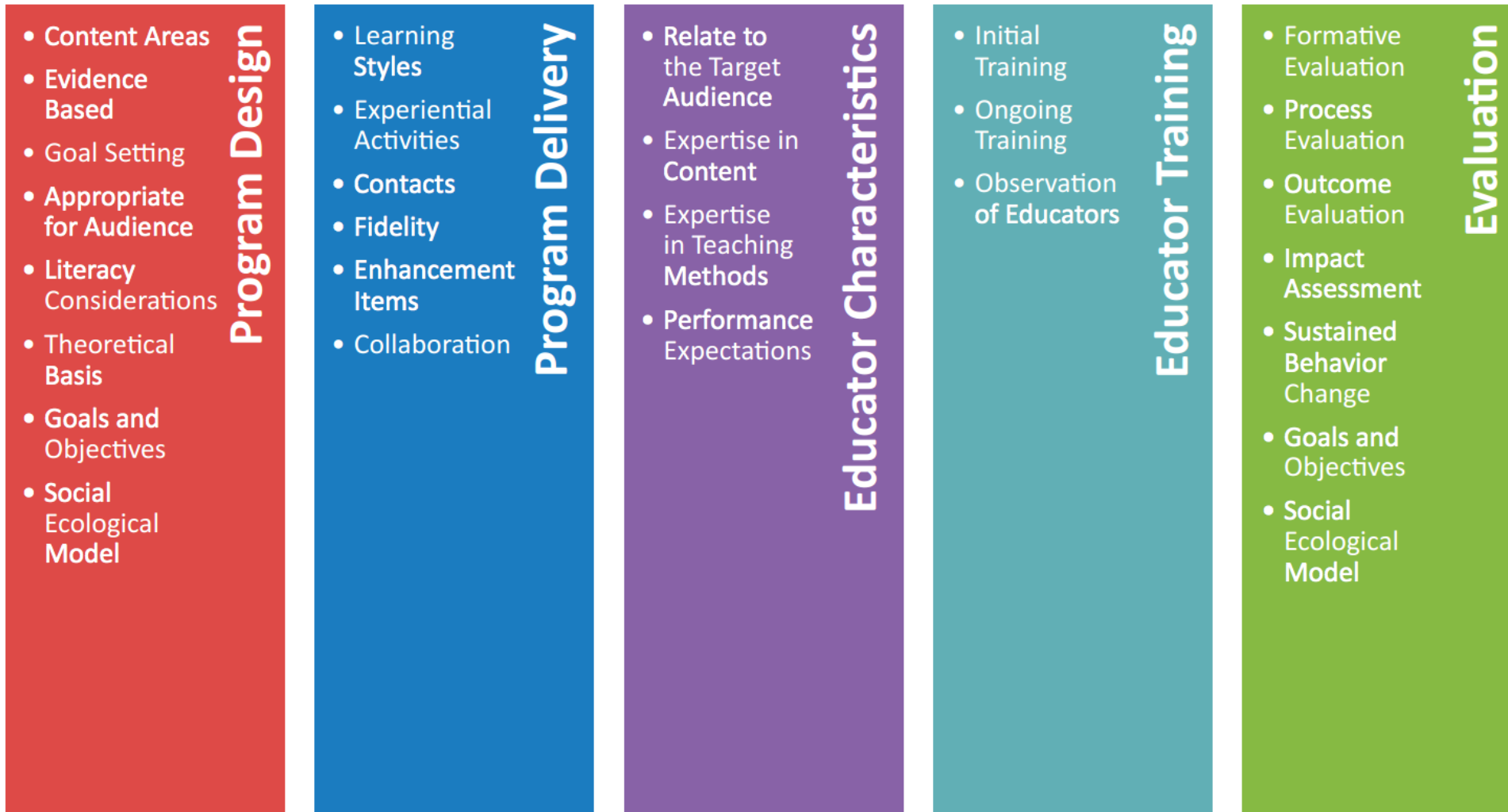
# Tenets of the Satter Model of Eating Competence

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“. . .intra-individual approach to food selection and eating behaviors focused on enjoyment, attention to internal regulation of intake, food acceptance, and food resource management skills. . . “

- ✓ Build relationships-don't criticize; help learners have self-efficacy
- ✓ Dignify eating “bless eating”
- ✓ Emphasize providing, not depriving
- ✓ Trust people to learn and grow
- ✓ Identify and discard restrained eating
- ✓ Stress family meals
- ✓ Join learners where they are
- ✓ Teach meal planning

# Best Practices for Nutrition Education of Low-income adults.



<https://snaped.fns.usda.gov/snap//CSUBestPractices.pdf>

# PRINCIPLES OF ADULT LEARNING

EDUCATORS HELP ADULTS LEARN BY

- Self-directed; self-learning
- Draws on accumulated life experiences when learning
- Learning readiness may be time or role change specific
- Intrinsically motivated
- Problem-centered; application immediately

Explaining reasons for what is being taught

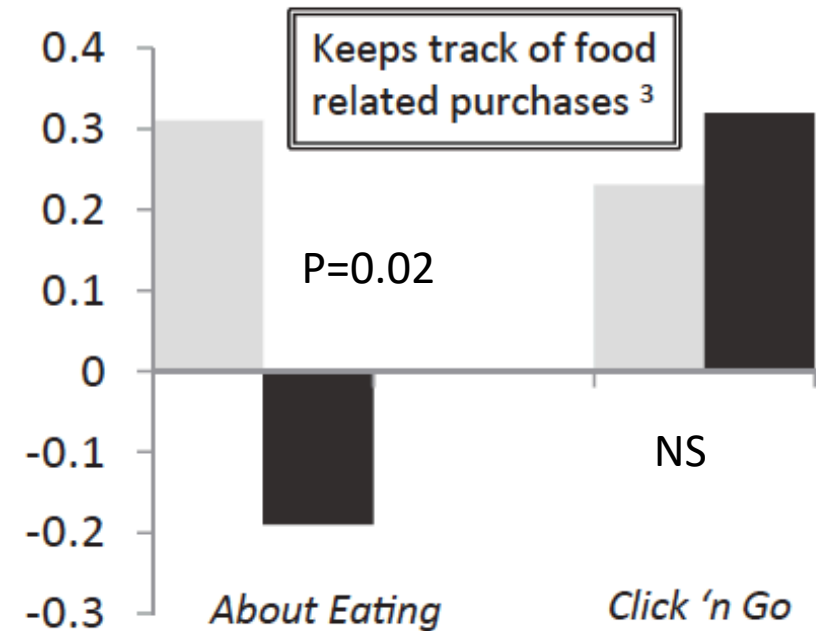
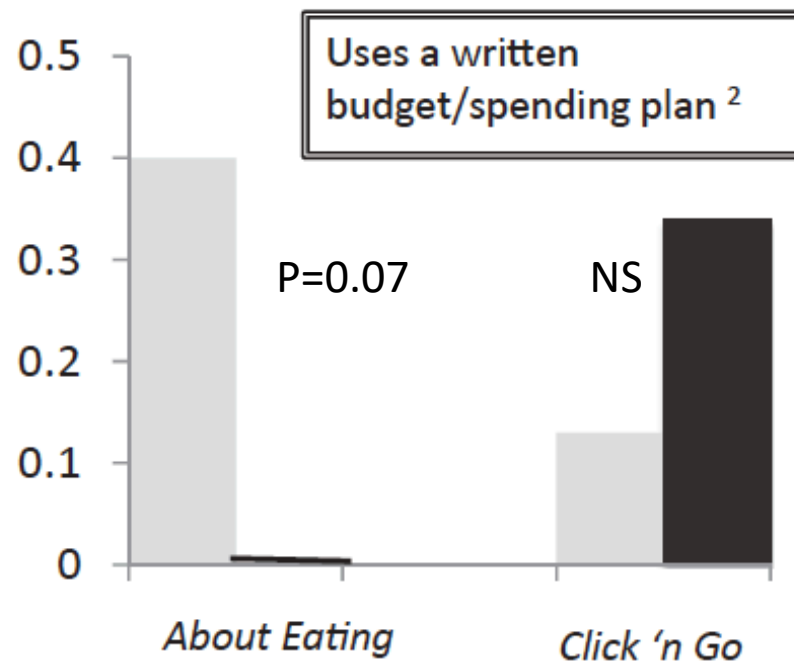
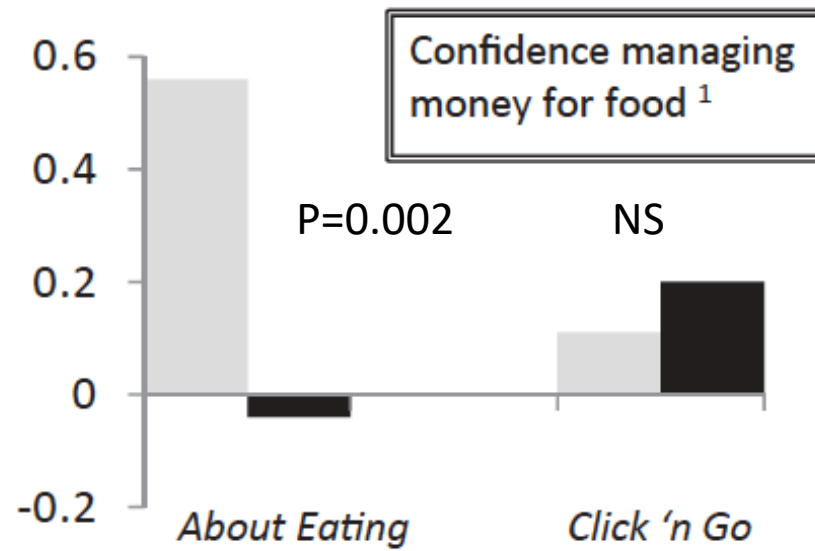
Focus on tasks rather than content to memorize

Address real life problems

Assessment Item	About Eating (n=155)			Comparison (n=148)		
How often do you. . .	Pre Mean (SD)	Post Mean (SD)	P	Pre Mean (SD)	Post Mean (SD)	P
<b>Run out of food before the end of the month?</b>	<b>2.7 (1.3)</b>	<b>2.4 (1.2)</b>	<b>&lt; 0.001</b>	2.7 (1.3)	2.5 (1.3)	NS
<b>Use nutrition facts on the food label to make food choices?</b>	<b>3.1 (1.1)</b>	<b>3.3 (1.2)</b>	<b>0.01</b>	3.0 (1.1)	3.1 (1.1)	NS
<b>Keep track of some or all of your food-related expenses?</b>	<b>2.7 (1.4)</b>	<b>3.0 (1.3)</b>	<b>0.008</b>	2.8 (1.4)	3.0 (1.4)	NS
Use a written spending plan or budget for food?	2.8 (1.3)	2.9 (1.3)	NS	<b>2.9 (1.3)</b>	<b>3.1 (1.3)</b>	<b>0.03</b>
<b>Feel confident about managing your money to make healthy food available to you?</b>	<b>3.1 (1.1)</b>	<b>3.3 (1.1)</b>	<b>0.001</b>	3.1 (1.1)	3.2 (1.2)	NS
<b>Plan meals to include all food groups?</b>	<b>3.2 (1.0)</b>	<b>3.4 (1.0)</b>	<b>0.002</b>	<b>3.2 (0.95)</b>	<b>3.4 (0.9)</b>	<b>0.03</b>
Make a successful recipe from scratch?	3.7 (1.1)	3.9 (1.0)	NS	3.6 (1.1)	3.7 (1.1)	NS
Compare prices to save money?	4.1 (0.94)	4.1 (0.84)	NS	4.0 (0.87)	3.9 (1.1)	NS



Mean change from baseline



# Unique to Worksite Well-being Education

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- ✓ Demographic and psychographic heterogeneity
- ✓ Motivators differ from classroom or healthcare provider use
- ✓ Ongoing engagement
- ✓ Compatibility with corporate culture

# Transform *About Eating* by . . . listening to worksite experts

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- ✓ Words, phrases matter: Remove the “Low-income” on home page; what is low dietary control? Internal regulation factors? Remove the phrase, “Don’t go 5 hours w/o eating.”
- ✓ Clearly articulate why something in the program matters-don’t assume that because it is there, learners will understand that it is important e.g., Why does pleasure matter? Why does the eating pattern of other countries matter?
- ✓ Make sure progress bars make sense; scoring on surveys is understandable.
- ✓ If possible, link with other company-sponsored or promoted materials, e.g., websites, apps, social media. Example, shopping list app. . .
- ✓ Add a read aloud component
- ✓ Interactivity
- ✓ Viewers want more videos and animations

# Welcome to About My Size!

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## SIZE ACCEPTANCE is . . .

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- To accept the natural diversity in body shape and size.
- To affirm human beauty and worth regardless of weight, physical size, and shape.

Being size accepting can be challenging. Magazine racks spill out headlines to grab your attention.

- *"Toning your abs. "*
- *"Look slimmer and trimmer. "*
- *"Sculpt your body."*
- *"10 quick steps to looking better."*
- *"Perfect body in 10 days! "*

What is the perfect body? Are you more interested in a healthy body or one that looks a certain way? When you look in the mirror, do you like what you see? Or, do you wish you had just a little more muscle here or a little less fat there? Do you think there is an "ideal" body?





Newspaper banner  Then, Headlines tell you how to get the perfect body.	News stand with <b>man holding</b> paper with headline How to have the perfect Body.
	What's important is how YOU see your body
	Younger thin man picks up paper, thin girl picks up paper, and short woman with larger ears and nose picks up paper
Planning to Change?	Younger Man standing in front of mirror Image in mirror is a muscled man, boy looks determined
Seeing something else?	Thin girl in front of mirror but image in mirror is of a larger, "fat" woman. Girl sighs, I am too heavy
Comfortable in your own skin?	Short, large eared, nosed woman stands in front of mirror ; image is tall woman , smaller nose, smaller ears. Woman smiling—show a thumbs up or heart.
Is there a perfect body?	<b>Show the 3 mirrored images</b>



0:00 / 0:42



Specific issues	<p>Faster writing</p> <p>Results of writing should look like a cursive or printed sharpie, not typewritten text</p> <p>Rather than place the figures—draw them in with color coming in as they are drawn.</p>
Newspaper banner	<p>Needs to look more like a newspaper banner, it just looks like a report</p> <p>Change banner to: Your perfect body!</p>
Open page of newspaper, show this heading in the top of a newspaper column	<p>Continued from Page 1....</p> <p>What's important is how YOU see your body</p>
	Does what you see . . .
. . . differ from what others see?	Thin girl in front of mirror but image in mirror is of a larger, “fat” woman. Girl shoulders slump. I am too heavy.
. . . differ from what you want to see?	<p>Younger Man standing in front of mirror</p> <p>Image in mirror is a muscled man, boy holds weights in his upstretched hands</p>
. . .feel just right?	Short, large eared, nosed woman stands in front of mirror ; image is tall woman , smaller nose, smaller ears. Woman smiling—show a thumbs up or heart.
What is a perfect body?	Show the 3 people (not the mirrored images)

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W·S·H·N

Wegmans School of  
Health and Nutrition